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ABSTRACT

The ninth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on morale and esprit de corps and is presented in two documents. This document uses an audiotape and panelbook format. EM 010 440 is the second document of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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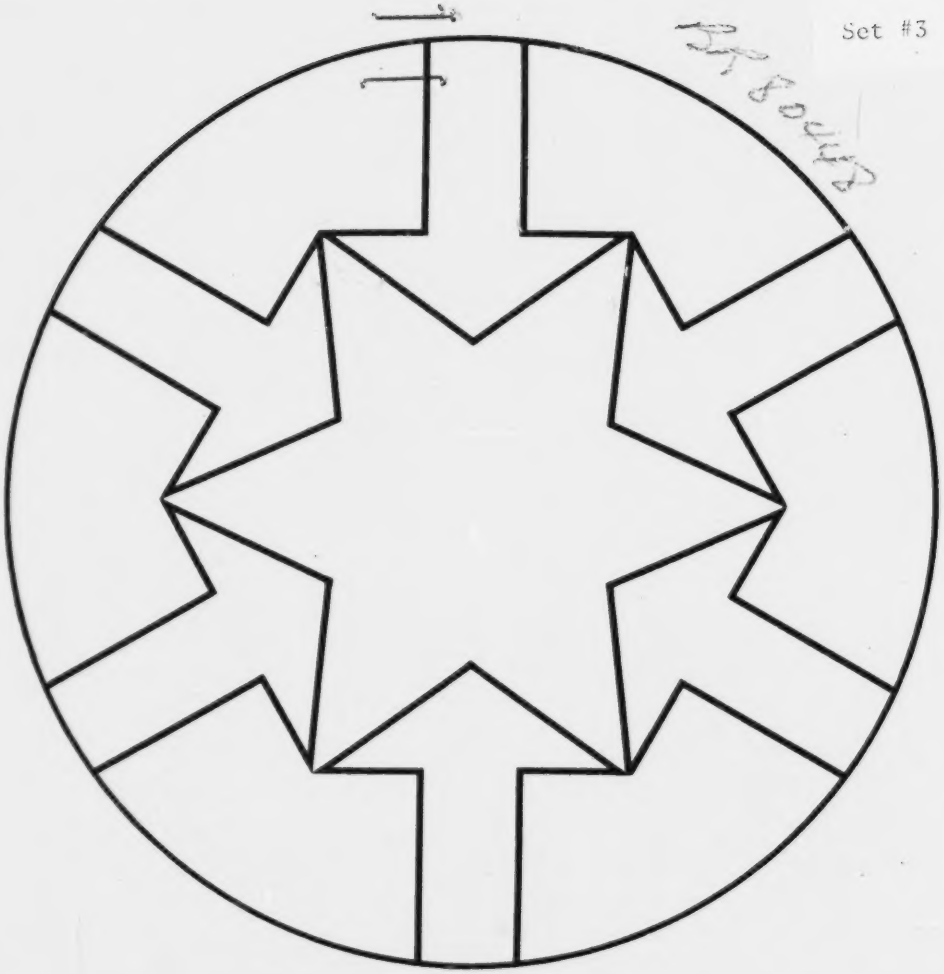

Introduction To Psychology And Leadership

Volume IX -A

Morale And Esprit De Corps

EM 010 457

ED 071297

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segments I & II

Volume IX-A

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment 1

Morale

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The beginning of leadership is a battle for the hearts and minds of men."

Field Marshal Bernard L. Montgomery

The generalized concept of morale is generally understood by anyone who has worked with a group. The problem with teaching the importance of morale and the factors that influence it is that, in reality, morale is elusive. It is not easily analyzed. It does not sit still long enough to be studied under a microscope, therefore statements about morale have to be more general than anyone would like. Regardless of this difficulty, its importance for leadership and mission accomplishment can never be overestimated. Study after study of both combat and non-combat performance consistently point to the relationship between high morale and achievement. The concept of morale may evade neat definition, but it can never be dismissed or forgotten.

MORALE

Question 1.

Select the best general definition of morale.

a. Morale is a state of mind that has been produced by all the circumstances interacting upon the individual members of a group.

b. Morale is a state of mind that reflects the degree to which members of a group get along with each other.

c. Morale is the condition manifested by a group of individuals when they have successfully completed a task.

d. Morale is an index of a group's compatibility.

Question 2.

Which one of the following best defines individual morale?

a. The observable aspects of an individual's personality that make him easy to work with and well liked by his comrades

b. Morale is the ability of an individual to integrate himself into the mainstream of the working unit to which he has been assigned.

c. Individual morale refers to the degree of confidence an individual feels when performing his duties.

d. Individual morale refers to the mental and emotional state resulting from the sum total of his attitudes towards everything that affects him.

Item 1.

Item 2.

Item 3.

FOUR MOTIVATIONAL CONDITIONS PERTAINING TO NAVY LIFE

1. THE NEED FOR STATUS
2. THE NEED FOR AFFILIATION WITH OTHERS
3. THE NEED FOR RECOGNITION
4. THE NEED FOR A FEELING OF PERSONAL WORTH

Question 3.

Select the statement which identifies the conditions affecting morale.

a. Morale is influenced by organizational structure and resulting hierarchical relationships.

b. Morale is influenced by background conditions, motivational conditions, and combat motivation.

c. Morale is influenced by public image and social acceptance.

d. None of the above

Item 4.

IMPORTANCE OF HIGH MORALE

1. HIGH MORALE MAY MOTIVATE PERSONNEL TOWARD PERFORMANCE WHICH WILL CONTRIBUTE TO THE ACCOMPLISHMENT OF UNIT OBJECTIVES.

2. OUTSTANDING PERFORMANCE OCCURS ONLY WHEN PERSONNEL DESIRE TO ACHIEVE MORE THAN THE MINIMAL REQUIREMENTS.

3. WHEN MORALE HAS BEEN CONSISTENTLY HIGH, PERSONNEL ARE LIKELY TO REGARD AN UNPLEASANT SITUATION AS ONLY TEMPORARY, OR DUE TO SOME LAPSE.

Question 4.

Which one (if any) of the following is a correct statement about high morale?

a. The point about high morale in relation to high achievement is that, once you get a group making high achievement, their morale is certain to rise high.

b. The point about high morale in relation to high achievement is that, once you get a group imbued with a spirit of high morale, they are very apt to rise to high achievement.

c. The point about high morale is that while liberty generally raises morale, achievement will always be lower immediately after reassignment.

d. None of the above

Item 5.

OBSERVABLE INDICATORS

1. Appearance of the men
2. Personal conduct
3. Standards of military courtesy
4. Personal hygiene
5. Participation in charities and unit improvement projects
6. Support of athletic programs
7. Condition of mess and quarters
8. Response to orders and directives

Question 5.

Which one (if any) of the following is a correct statement about accuracy of observation for measuring morale?

a. Effective use of observation as a method of measuring morale is possible only if the leader has a good rapport with his subordinates and if he is capable of maintaining an objective point of view toward them.

b. Questionnaires have become very much a part of the modern Navy and are routinely employed by many Commanding Officers as a check on the accuracy of observation.

c. In order to remain objective when observing conditions affecting morale, a leader must preserve his status and maintain a proper distance from his subordinates.

d. It is difficult to maintain accurate observations about morale using a single source of information; therefore a leader should solicit periodic reports from subordinates regarding the emotional states of their coworkers.

Question 6.

Which one (if any) of the following is a correct statement about attitude surveys?

a. The greatest advantage of the attitude survey is that it may provide useful information which supplements that obtained by using statistical and/or observable indicators.

b. Attitude surveys can be self-defeating in that men usually respond to this type of inquiry with suspicion, thus lowering morale.

c. Attitude surveys can be accomplished either by direct interview or questionnaire; however, interviews are the method of choice when considering factors such as time and availability.

d. As a military leader you should become skilled at structuring formal questionnaires as this method can provide information about your men that cannot be acquired through direct interview.

Question 7.

Which one (if any) of the following correctly states how closeness of a background situation can influence morale?

a. The closer a situation is to a man, the more likely it is to influence his morale.

b. The closer a situation is to a man, the less likely it is to influence his morale.

c. Both of the above

d. None of the above

Item 6.

FACTORS FOR CONSIDERATION IN MORALE MAINTENANCE

1. THE NEEDS OF THE SERVICE
2. THE DESIRES AND INCENTIVES OF EACH INDIVIDUAL
3. THE QUALITY OF LEADERSHIP
4. THE CONDITIONS IN THE ORGANIZATION, SHIP, OR COMMAND

Item 7.

TWELVE TENETS OF HIGH MORALE

1. MAKE YOUR MEN CONFIDENT OF YOUR PROFESSIONAL ABILITY.
2. KEEP IN TOUCH WITH YOUR MEN'S PROBLEMS AND WISHES, AND LOOK AFTER THEIR WELFARE CAREFULLY AND CONTINUALLY.
3. KEEP YOUR MEN INFORMED REGARDING POLICIES AND PRACTICES WHICH AFFECT THEM.
4. BE STRICTLY CONSISTENT AND IMPARTIAL IN ASSIGNING DUTIES AND IN GIVING REWARDS AND IN RECOMMENDING PUNISHMENT.
5. SHOW YOUR MEN THAT YOU RESPECT THEM AS MEN WITH DIGNITY AND THAT YOU ARE PROUD TO BE ASSOCIATED WITH THEM.
6. KEEP WELL INFORMED OF YOUR MEN'S ATTITUDES.
7. BE ACCESSIBLE TO YOUR MEN TO THE MAXIMUM EXTENT POSSIBLE.
8. PARTICIPATE ACTIVELY IN PLANNING AND EXECUTING UNIT FUNCTIONS.
9. ACTIVELY SUPERVISE AFFAIRS IN ORDER TO ENSURE THAT THE PETTY OFFICERS DO THEIR JORS WITH THE MEN'S WELFARE IN MIND.
10. SEE THAT YOUR MEN HAVE AMPLE OPPORTUNITY FOR EDUCATIONAL DEVELOPMENT. ALWAYS BE FRIENDLY, COURTEOUS, AND TACTFUL.
11. KNOW EACH MAN BY NAME.
12. DEVELOP AND PUBLISH A WELL-PLANNED LEAVE SCHEDULE FOR ALL MEN IN THE UNIT. UNLESS THERE ARE EXTREMELY EXTENUATING CIRCUMSTANCES, NO MAN SHOULD EVER LOSE ANY OF HIS ANNUAL LEAVE.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment I

Morale

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MORALE

PROGRESS CHECK

Question 1.

Which of the following is the best definition of morale?

a. The state of mind that has been produced by all the circumstances interacting upon the individual members of a group

b. A set of values adhered to by a group of people

c. The state of mind of a group of people when all of them are contented

d. The motivation to perform to the best of one's ability

Question 2.

Polaris submarines go on 60-day patrols during which the crew can send no messages whatsoever and incoming messages are screened and limited. The submarine stays underwater for the entire patrol, so there is no contact with passing ships.

Which of the following sets of background conditions would be most critical in this situation?

a. Isolation, fatigue, need for status

b. Danger, unpredictable superiors, need for recognition by significant people

c. Isolation, restriction of movement, lack of contact with family

d. Feeling of being an outsider, restriction of movement, need for status

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Question 3.

Which of the following could be regarded as (a) motivational factor(s) in entering wholeheartedly into the Color Company competition?

a. Need for status

b. Need for recognition

c. Feelings of personal worth

d. All of the above

Question 4.

Which of the following best describes the importance of high morale?

a. Without high morale, outstanding performance is unlikely.

b. Only when morale is high can the ship's mission be accomplished.

c. When morale is low discipline cannot be maintained.

d. High or low morale has little effect on the overall performance of the ship's company.

Question 5.

Aboard the USS Neversail (BLDG-101) the S Division received an "outstanding" at their last personnel inspection, and had all men in the division present for the inspection. The R Division also passed the inspection, but with a mark of "good" due to the fact that several men displayed less than ideal general appearance plus unsatisfactory shines on their shoes. Seven men from R Division were absent from the inspection; one was on leave, and six had reported to sick bay.

Which of the following statements best describes the type of morale indicators which are noted above?

a. Observable because of their appearance at the personnel inspection and statistical because of the number of absentees

b. Statistical because of the grade received at the personnel inspection and the number of absentees from the inspection

c. Observable because of the appearance of the men during the personnel inspection; statistical data are not indicators of morale

d. Observable because of the lack of 100% attendance at the inspection

Question 6.

A cruiser was undergoing refresher training. During the first General Quarters drill the crew exceeded the maximum allowable time for setting the prescribed damage control condition. One of the Fleet Training Group officers was heard to remark that although they failed the drill, morale was high because the men offered quite a few constructive suggestions during the critique session after the drill.

By which method was the officer measuring the men's morale?

a. Observation
b. Inspection
c. Interview
d. Evaluation

Question 7.

Which of the following statements defines the principal concerns you as a division officer must have, with respect to morale, in order to be an effective leader?

a. Ensure that frustrations are minimized and that your personal objectives are achieved regardless of the attitude of your men.

b. Achieve good morale in your division by ensuring your men get as much liberty as possible and are not harassed by having to maintain high standards of personal appearance.

c. Ensure that frustrating conditions under your control are minimized, that your men understand fully their mission and its importance, and thereby develop a positive attitude toward mission accomplishment.

d. You must ensure that your men get more liberty, better chow, and more promotions than men in other divisions to keep morale high in the division.

Question 8.

You are a division officer aboard a destroyer which is undergoing an overhaul period. You are attending a short course of instruction at the shipyard, and are gone from the ship every day from immediately after quarters until the noon meal. Your men are scattered during the day, because some of them are working in the shops at the shipyard on some of the ship's equipment, some are working aboard the ship on other equipment, and some are standing fire watches throughout the ship. The only time you see some of your men in a group is during the Friday afternoon recreational period. You need to build the morale of your division and division unity since you have had several of your men transferred and new men have reported aboard.

Which of the following offers the best approach for building your division's morale?

a. Ensure that your men know where and when you can be reached; get as many as possible of your men to participate in the Friday afternoon recreational period.

b. Schedule meetings with all the senior petty officers on Saturday mornings to talk things over.

c. Promise your men that if they do well during your absence for the next several weeks, you will see that they get extra time off when you return.

d. Let the leading chief and the senior petty officers of your division take care of any problems that arise and also worry about the morale problem, until you return.

Question 9.

LT Swann has a highly desirable shore billet which is a two-year assignment. He has been going to graduate school at a nearby university. He submits a request to extend for another year so he can complete his degree. The Navy will not permit him to extend. In terms of keeping up his morale, how should you tell him his request has been denied, and he will be transferred to sea duty?

a. Simply tell him that since his shore billet is so desirable, another officer must be given a chance at it. That's why it's a two-year tour by Navy policy.

b. Recognize his personal effort and sacrifice in attending graduate school, but explain that his shore duty billet is a two-year billet by policy.

c. Explain that an operational tour at sea is recommended to broaden his command background and give him the operational experience needed for higher command billets. Further explain that he'll probably be given opportunity to complete graduate school after sea duty if he so requests.

d. Both b and c above

Question 10.

During the latter part of 1967, the outpost of Con Thien just south of the DMZ in Vietnam was under daily heavy mortar, artillery, and rocket attack. The units assigned to defend the position were regularly rotated. A Marine 2-LT rifle platoon leader in a unit scheduled to relieve a unit on Con Thien had a tremendous leadership job ahead of him. Notification of the assignment immediately put the unit under stress. The immediate concern of the 2-LT platoon leader was to ensure that his men had the right attitude about Con Thien and to keep their morale up. How should the platoon leader best build morale prior to the relief, and keep morale high in the face of continuous enemy pressure?

a. Tell the platoon that what they have heard really isn't true, that Con Thien actually is quiet compared to their last area.

b. Give the men the straight word on Con Thien. Tell them why they were selected to do the job, and tell them how you plan to improve the defenses to provide more protection.

c. Tell the men how rough it is going to be, but that you don't anticipate more than 50% casualties during the period.

d. Don't frighten the men with casualty statistics but remind them that they are all Marines and have been given a mission to defend Con Thien and that's what you plan to do.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Nine SEGMENT I

REMEDIATION TEXT Audio Script - Vol IX-A

ITEM	ANSWER	REMEDIATION REFERENCE
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2	c	Page 2
3	d	Pages 2-3
4	a	Page 4
5	a	Pages 6-9
6	a	Pages 9-11
7	c	Pages 12-14
8	a	Page 16
9	d	Pages 14, 16
10	b	Pages 14-16
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment I

Morale

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MORALE

In Part Nine we will continue our investigation of the causes and effects of relationships within the military. For the moment we will restrict ourselves to the result of relationships between seniors and subordinates. We're going to examine that dynamic and complex mental product of human interactions which we call morale. Later we will discuss the somewhat overlapping outgrowth of morale called esprit de corps. But now let's take a look at morale.

We need a definition. Here's a generalized one. Morale is a state of mind that has been produced by all the circumstances interacting upon the individual members of a group. If the interactions make the membership in a group rewarding and satisfying, high morale will result. The reverse situation will produce low morale. That's good as far as it goes. But morale exists both in individuals and in groups. For example, the individual midshipmen in a company may be happy about their last weekend, their chow, their grades, their girl friends and so forth, BUT, if they lose a basketball game to Army, by just one point, their group morale will be low. Therefore, we need further definitions. (Pause)

For an individual, let's say that morale is a mental and emotional state resulting from the sum total of his attitudes toward everything that affects him. (Pause)

How about groups?

Now look at Item 1.

Let's say that morale is that attribute of groups that gets results. When it comes to group output, high morale makes the difference. It is present in groups that are efficient and productive; it is absent in groups that aren't. (Pause)

We've defined morale on three levels: in general; with respect to individuals; and with respect to groups. Keep these definitions in mind, but always preface them with the thought that morale is dynamic and complex. (Pause)

What conditions affect morale? Certain background conditions affect morale. These may be divided into three categories: environmental, personal well-being, and family and personal status. There is no need to discuss how each of these areas might influence individual and group morale. (Pause)

Now look at Item 2.

The second category is that of motivational conditions. Visualize the situation where the Superintendent presents the colors to the Color Company during June Week. It depicts the four general motivational conditions that pertain to life in the Navy. (Pause)

Now look at Item 3.

These four motivational conditions are:

1) The need for status
2) The need for affiliation with others
3) The need for recognition
4) The need for a feeling of personal worth

Put yourself in this company commander's place. He has achieved status. He is affiliating in a meaningful relationship with others. He is receiving the recognition of the Superintendent. And he has assuredly achieved a feeling of personal worth. This midshipman is responding to all four of the basic motivational conditions.

The third category of conditions affecting morale is that of combat motivation. This deserves your special attention, because it relates to purely military situations.

Battle puts a heavy stress on individuals. The importance of morale in battle situations is not a notion spun from sea stories and combat yarns. It has been scientifically verified. The Human Relations Research Office, sponsored by the Army, conducted scientific studies which have established two interesting aspects of morale under fire.

First, the study found that you're apt to stand up better in combat if you're with men that stick together and think a lot of

each other. Some of you will become Marine Corps officers. When you do, one of your most important duties will be to help instill in the minds of the men this basic dictum of the Marine Corps: No Marine is ever knowingly abandoned. Alive--or dead--your unit will bring you back with it.

The second finding of the study is that pride counts a lot. If you're personally proud of your unit--if you really have a gut feeling of loyalty to it--that feeling can help bring you out of battle, alive. (Pause)

Having considered the background, motivational and battle conditions that affect morale, let's talk about the value of morale.

Is high morale important? Of course it is! However, it's worth your effort to think a little beyond the simple statement that morale is important. For the Navy, how does high morale measure up in terms of ships, men and missions? Here are three points about the importance of morale which are supported by the findings of scientific study. (Pause)

Now look at Item 4.

Point One: High morale is the drive that pushes midshipmen to reach their company and battalion goals.

Point Two: The only way you can get men to surpass the normal--to attain really outstanding performance--is to build personal desire inside each of them. That kind of desire requires high morale. It's easy to get this idea

in the wrong order. You don't achieve superlatively and then have high morale. It's the other way around. Look around you, among the Brigade of Midshipmen; the Color Company didn't win its title and then have high morale. It had high morale from the beginning of the year. That's why it won the most points!

Morale is the spur that produces high achievement. Here's an example from sea duty.

A submarine--an old one compared to most in the fleet--lay alongside a tender in upkeep status. It was a good deal for the crew. Most of them were enjoying liberty each night. At 1000 one weekday, the ship was ordered to get underway in four hours. She was assigned as replacement target for ASW exercises. All hands were recalled. Everyone turned to to get her ready to get under way. It was a lot of hard work and the end of the lush liberty. Though morale slumped, the crew responded to the challenge and the ship got underway on schedule. When they arrived in the exercise area the Captain noted they were replacing one of the newest boats in the flotilla. He had the junior officers spread the word that they were in a position to outperform one of the hotshots of the fleet. The crew outdid themselves and the ship received a well done from the Task Group Commander. The high morale whipped up by the junior officers' direct approach to the crew had produced an extraordinary performance. (Pause)

Point Three: If high morale is routine--that is, if most of the midshipmen in your company have been at a relatively high level of morale for a considerable period of time--they'll weather an ugly situation easily. They'll probably regard it as temporary. (Pause)

How can we tell if morale is high or low? There are certain statistical indicators that give you positive clues about the overall state of morale in your group. You can study these and determine a lot about the morale of a unit, without ever having seen it.

One statistical indicator is excessive evidence of a complaining attitude such as unusually large attendance at sick call.

Statistics that indicate lack of self-discipline should be taken into account. A high rate of unauthorized absence is an example. Here at the Academy, high incidence of out of uniform reports, and flagrant talking in ranks, indicate insufficient self-discipline, and hence, low morale.

Three statistical indicators are especially applicable in assessing the state of morale. First, look at the number of Captain's Mast cases; if it is high, the morale is low. Second, look at the UA rate; if it is high, the morale is low. The third indicator is the rate of accidents and incidents. Accidents and incidents don't just happen. They result from conditions that have been present for a long time. Poor

maintenance and lack of sufficient safety practices breed accidents. These problems result from low morale. If accident and incident-promoting conditions are not present and the group is self-disciplined, you can expect group morale to be high.

High reenlistment rates represent another statistical indicator for high morale among individual units.

Lastly, take note of the rate of courts-martial. But take care you assess this rate properly. A high courts-martial rate can indicate low morale, but a low courts-martial rate may simply indicate lax discipline, not high morale. This is an example of the earlier statement that morale problems are complicated. However, here at the Academy, you can be assured that a relatively high rate of Form Ones for a certain unit within the Brigade would certainly indicate low morale. (Pause)

While you might begin your assessment of a unit with statistical indicators of morale, you would soon want to employ the observable indicators. What do you look for to tell whether individuals or groups have high or low morale? (Pause)

Now look at Item 5.

Appearance is first. Midshipmen who take the trouble to look the way they should are motivated by high morale. Those

who dress against regulations, or are sloppy and indifferent about their appearance, are usually suffering from low morale.

Personal conduct is an excellent observable indicator. High morale breeds professional conduct; low morale promotes the opposite. General observance of professional etiquette is a mark of high morale. Men who are in good spirits will automatically snap to attention and salute at the proper time. Men with low morale will go about military courtesy in a grudging, sloppy manner.

Voluntary participation in activities which bring credit to one's unit is an indicator of high morale. A company of midshipmen which is making little or no try for Color Company undoubtedly has lower morale than a company whose members never miss a chance to win some points. When morale is high, midshipmen seek wholesome competition in sports, or turn to creative activities which bring credit to them and their groups.

When you become commissioned officers, keep an eye on your men's mess and quarters. Men whose morale is high will not create filth and slop, and they will not tolerate it from the minority who do. If the majority of men in a unit have high morale, the mess and living quarters will be shipshape.

The last in our list of observable indicators of morale is the response to orders and directives. Lots of griping, arguments, sea lawyer type questioning of seniors, and a

general grudging, slow-motion response--these all indicate low morale. When morale is high, a certain professional zeal takes over a group. This zeal propels the group toward rapid, effective action. They quickly and smoothly accomplish their tasks.

Now that you have noted the two basic approaches to measuring morale, statistical and observable indicators, think about directly measuring morale. Basically, the Navy employs three methods of directly measuring morale: Observation, inspections, and attitude surveys.

You should constantly employ observation to measure morale. You should already be using it. It's your main tool, especially when you become a commissioned officer. As a midshipman or junior officer, you should inwardly assess every indication you find that tells you anything about the morale of the men you're dealing with. In all your daily routine, as you issue orders, as you talk to your men, as you check their work, be on the lookout for indicators of the state of morale.

To be accurate, you need two things: you must be objective, and you must have a genuine rapport with the men you're observing. Don't go about your daily routine with a fixed notion that morale is high or low. Otherwise, you'll miss the telltale signs that are highly useful. Be alert for wrinkled uniforms, poor rooms, unshined shoes, extraordinary amounts of grumbling and bickering. By creating such conditions, your men are trying to tell you something. Keep a good rapport.

You can preserve your status and your proper distance and yet let it be known that you can provide advice, understanding, and help. If a plebe's girl deserts him, or his brother gets killed, and he's in your squad, you should be one of the first to hear about it. The Navy cares about that man's morale; you may be the person who lets him feel that the Navy cares. (Pause)

Direct observation has one major advantage and one major disadvantage. By directly observing people you can tell more about them than any number of questionnaires will disclose. As new commissioned officers, you should exploit that advantage to the fullest. You'll be close to the men. You'll be able to see and hear things that senior officers may never be aware of. Is the griping about the chow or is it really about liberty as compared to other divisions? Is the boatswain's mate 1/c really as mean as he seems, or is he acting nasty to cover up his fear about an ulcer he's afraid to see the corpsman about? A junior officer has a valuable chance to get the right answers to these kinds of questions, if he uses the objectivity and rapport we've discussed.

What's wrong with direct observation? Sometimes it is unsystematic and may miss important details. Sometimes a morale problem has to generate quite a bit of steam before it is noticed. Negative feelings, whether based on real or imaginary ills, often don't come out in the open until they are in a

really troublesome stage. Be on the lookout for an above-average plebe who loses his motivation and wants to resign. If you spot him early, you can save his career. Furthermore, certain gripes may be the kind that no one will ever make in front of you, unless you carefully set the stage and make an appropriate direct query. Be on the alert to overcome this disadvantage. Make your direct observations systematic. Make a point of directly noticing certain features and certain men at specific times. Don't just breeze past them and ask, "Everything OK?" If you do, the untroubled men will perfunctorily answer "Yes, sir." Meanwhile, the youngster who's been stirring things up, or the young plebe who's afraid of him, won't say a word. Direct observation as a tool is only as powerful as you choose to make it. As midshipmen, start practicing now!

A second major approach to measuring morale is by inspection. As a midshipman, you will not initiate too many inspections, but you will participate in them.

You should keep the advantages of inspections in mind. Inspections provide an excellent means to apply certain overall standards against an entire unit. If the appearance of your men is satisfactory, and if their equipment, and their performance with that equipment is equal to or above the standard expected of them, the chances are that their morale is sufficiently high. You are safe in assuming that no major morale problem exists in a group that is above average in appearance and performance.

The third and last method of measuring morale is an attitude survey. Sometimes, such a survey can be carried out by means of interviews. If the men respond cheerfully and express contentment, their morale is likely to be good. But if they are restrained, unresponsive, looking for a transfer, or generally not happy, their morale needs a boost.

The second means for conducting attitude surveys is through questionnaires. You are not apt to be in contact with this method of making a survey. Most formal surveys within the Navy are carried out by special research agencies. However, the results of such surveys are made available to unit commanders, and therefore, through your Commanding Officer you may have access to the data acquired by a survey. (Pause)

How far have we come in this lecture? We've defined morale, we've looked at the nature of it, we've considered its importance, we've outlined the major indicators of morale, and we've discussed methods of measuring morale. Now it's time for us to spell out the critical areas for a leader to consider with respect to morale. Following that, we will look into the specific Navy policy on morale development.

What are these critical areas for the leader to consider with respect to building high morale in his unit or organization? First, the leader must consider the purpose of building high morale; and second, he must consider the influences which will exert the greatest effects on the morale of his unit or organization.

Let's look first at the purpose of building high morale in your unit.

Do you want it just because it's nice to have people happy? No. Do you want it because it'll make you personally popular with the men you lead? No. The purpose of morale is to get the job done.

The Navy exists to carry out certain missions. A necessary and important part of those missions is contained within the specific tasks of your group. Therefore, you want good morale among your men in order to carry out those tasks.

When you build high morale, you will build up a body of attitudes. The sum total of those attitudes will, in turn, act as a catalyst; they will motivate your men to perform well. The higher their morale, the stronger their motivation, and the more likelihood they'll turn out superior work; the greater contribution to the Navy. You want high morale because it gets the Navy's job done!

Your basic plan will be to minimize frustrations and to generate a positive attitude, a will to want to do the job. To do this, you must discover the influences that count the most and decide how to use them. This is the second critical area.

The influences that count the most are the ones that are closest to home. Hit hard on the background motivations that we discussed earlier in this lecture. Try to find the things which have the most personal impact on your men, and use them to build high morale.

If a man is struck by a negative morale factor, such as a personal tragedy, combat its effect on him by counseling, understanding, and sympathizing. If he brought his troubles on himself, you can still help. When dealing with a man back from UA you'll actually help his morale if you let him know he'll get prompt, but just, punishment--and--that you're willing to take note of future improvement, if he tries to do better.

On the positive side, try to appeal to the four basic motivations. Let your men know you'll help them get ahead, as well as with day-to-day problems. See to it they get the privileges due them. Emphasize the goals and accomplishments which bring prestige to the man and the group. Work to build them into a unit that sticks together. (Pause)

Now, we'll conclude this lecture by focusing our attention on the Navy's policy concerning morale. (Pause)

Now look at Item 6.

Since morale is the force that gets things done, the Navy is officially concerned about it. Its position is that high morale necessitates continuous effort and organized attention. This attention should be directed in terms of four factors: the needs of the service, the desires and incentives of each individual, the quality of leadership, and the conditions in the organization, ship, or command.

Combat conditions that affect morale within the organization, ship, or command, strike at the heart of the Navy's mission. Morale is a product of the attitude men have toward the stress of combat. If men enter combat fresh and rested, they will perform better. If they have been trained by experiencing real hardship, they will face combat better. Each man in a unit is watching for clues as to how events are influencing his personal interests. His morale goes up or down according to whether he feels threatened or not. The kind of information men receive in battle is important. Truthful announcements that admit difficulties but emphasize positive plans to overcome them are important.

We're at the close of this lecture. Let's wrap it up by summing up twelve tenets of high morale. All of these are things you should put into practice. (Pause)

Now look at Item 7.

One. Confidence . . . your men must know that you have professional ability--develop and demonstrate that ability.

Two. Problems and welfare. Look after your men.

Three. Communicate. Let every man know what's going on and why.

Four. Employ a consistent impartiality; firm, fair and friendly.

Five. Respect your men and show this respect to them.

Six. Find out what your men are thinking.

Seven. Be available. Let them see and talk to you.

Eight. Help plan and carry out your unit's work.

Nine. Supervise. Check up on what's going on. Don't leave everything to the control of your subordinate officer.

Ten. Develop your men. Get them interested in improving themselves.

Eleven. Know each man, by name at least, and preferably something about his background as well.

Twelve. Develop and publish a well-planned leave schedule for all men in the unit. Unless there are extremely extenuating circumstances, no man should ever lose any of his annual leave.

This concludes Part Nine, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

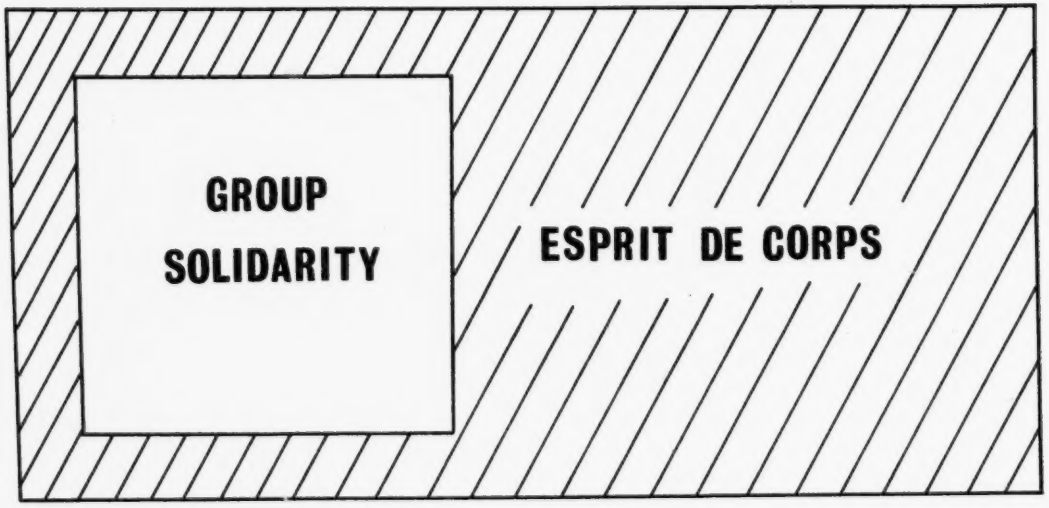
"In a study of some 70 tactical episodes of operation Neptune, the airborne phase of the Normandy invasion, it was found that only a minor fraction was successful if the original unit was disrupted during the drop. If an officer or a noncommissioned officer collected a group of men he had never commanded and tried to lead them into battle, the results were almost uniformly unsatisfactory. The same observations were made from a study of battle stragglers in the Ardennes operation; individual stragglers had little combat value when put into a strange organization...."

Janowitz

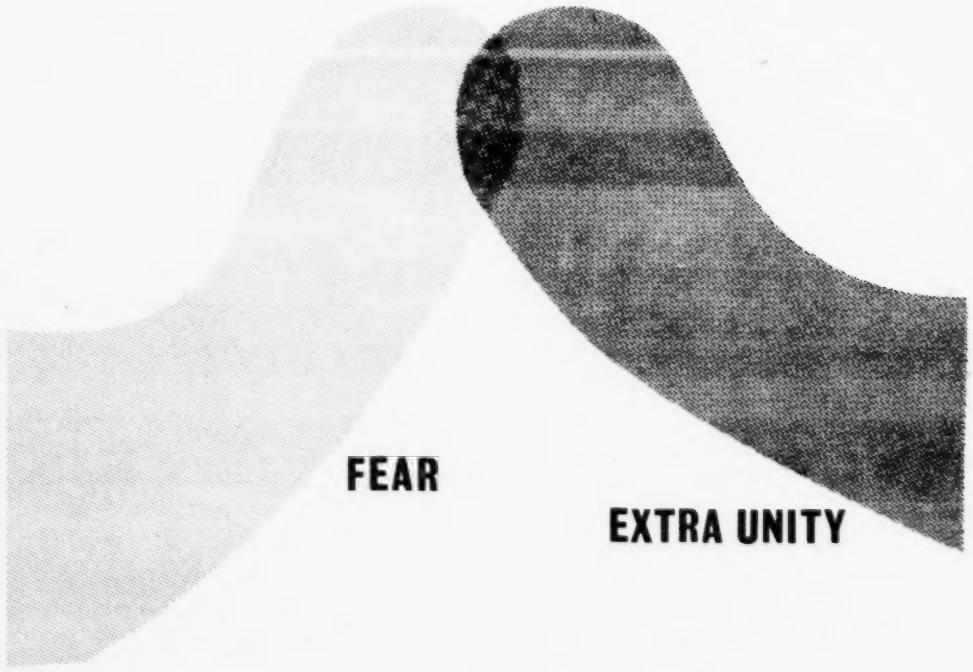
This conclusion by an eminent sociologist specializing in the military gives powerful evidence to the importance of group solidarity. The degree to which a leader is able to mold the group into a working team is a prime factor in the group's performance. Combined with the physical and emotional closeness of group solidarity is the encompassing esprit where group members invest themselves and their group with esteem and pride.

GROUP SOLIDARITY AND ESPRIT

Item 1.



Item 2.



Question 1.

Which of the following best explains how combat affects group solidarity?

a. Combat has no noticeable effect upon group solidarity if the general morale of the unit is high.

b. Combat has both positive and negative effects on group solidarity; on the positive side, it can strengthen the threads of unity and integration; on the negative side, such elements as fear, physical deprivation, personal losses, and communication breakdowns tend to disrupt group solidarity.

c. Combat has no positive effects upon group solidarity. It causes a group which lacked, or had weak solidarity, to lose unity and integration.

d. None of the above

Item 3.

GROUP SOLIDARITY ELEMENTS

1. INTERNAL COHESION
2. UNIFICATION OF INTERESTS
3. INDIVIDUAL-GROUP IDENTIFICATION

Question 2.

Which one of the following best defines group solidarity?

a. Group solidarity is the sense of "unity and integration" felt among members of a unit.

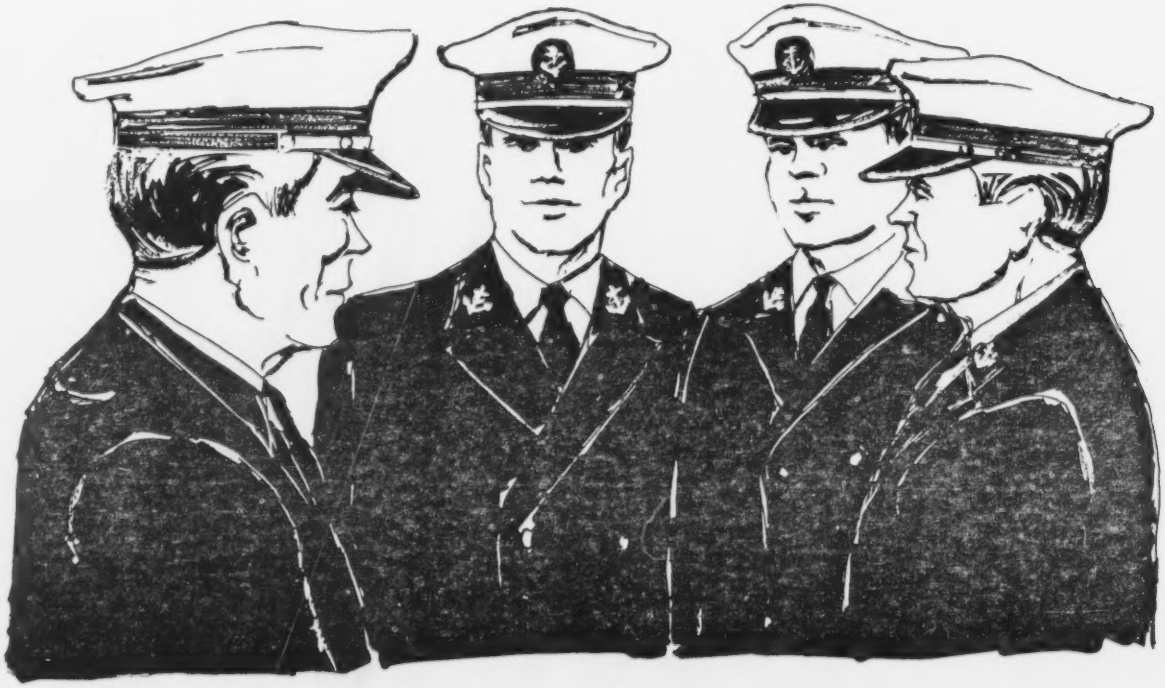
b. Group solidarity is the internal discipline observed by the members of a unit.

c. Group solidarity is best described as a unification of interests among the members of a unit.

d. Group solidarity pertains to the extent of an individual's positive identification with the group.

Item 4.

Item 5.



Question 3.

There are three elements which characterize group solidarity. Positive identification of the individual with the group is one of those elements.

Which one of the following best identifies the other two elements?

a. External cohesion, and mutual loyalty

b. Internal cohesion and empathy with the group

c. Internal cohesion and unification of interests

d. Mutual loyalty and disregard for personal welfare

Item 6.

AVOID

1. UNACCEPTED DIFFERENCES
2. RAPID MEMBERSHIP CHANGEOVER
3. UNRESOLVED DISAGREEMENTS OVER GOALS
4. DIFFUSED GOALS

Question 4.

Which one of the following activities should a good commander avoid in building solidarity?

a. Games

b. Informal chats

c. Rigorous inspections

d. Consistent and unresolved disagreements

Item 7.

DO

1. MAKE GOALS MEANINGFUL, CONCRETE, IMMEDIATE
2. OFFER RELEVANT REWARDS
3. CREATE FEELING OF PROGRESS, EXPECTATIONS OF SUCCESS
4. COMMUNICATE--INCLUDE YOURSELF

Question 5.

Which of the following are general rules for the leader in building or maintaining group solidarity? (There may be more than one answer to this question.)

a. Provide "rewards" to members.

b. Make goals difficult to attain.

c. Help create a feeling of progress and an expectation of success.

d. It is more important to maintain communication among members, than between the leader and his group.

Item 8.

DISRUPTIVE ELEMENTS IN COMBAT

1. Fear
2. Physical deprivation
3. Personnel losses
4. Communication breakdowns

Item 9.

COUNTERACTING COMBAT FEATURES

1. INTERNAL ANTAGONISMS REPRESSED
2. GOALS ARE CLEAR AND IMMEDIATE
3. TEAMWORK EMPHASIZED
4. COMPLETE IDENTIFICATION EXISTS
5. REWARD OPPORTUNITIES ABOUND

Question 6.

Which one (if any) of the following elements counteracts disruptive forces during combat?

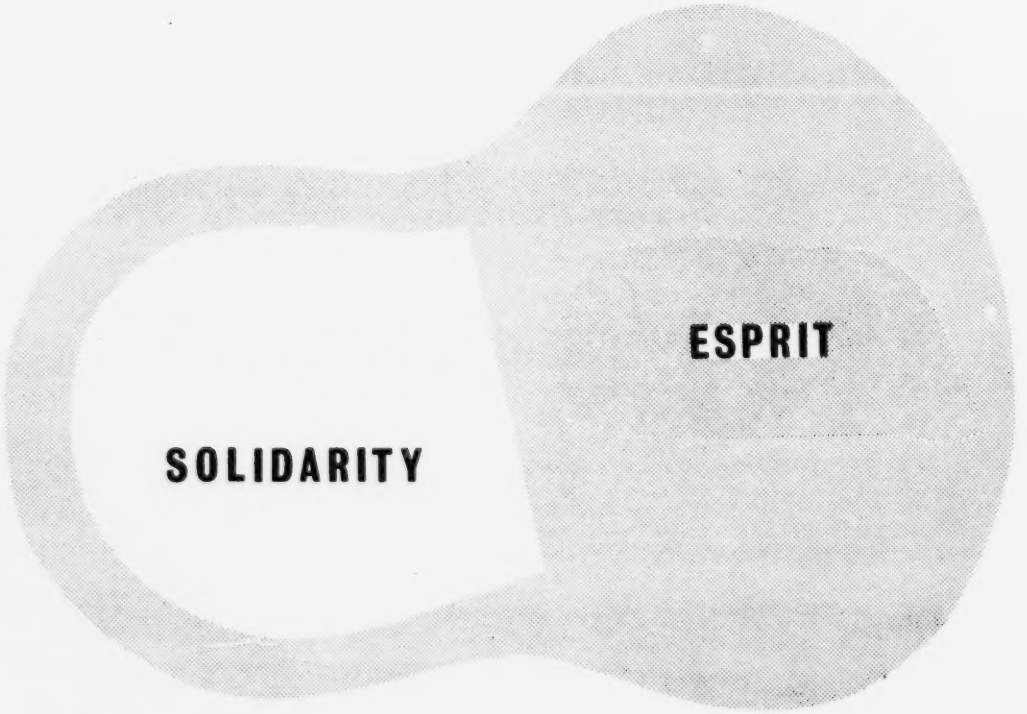
a. Combat involves a major outside threat to the unit as a whole, resulting in weak, independent actions among personnel.

b. In combat, there is strong pressure to resolve or repress internal antagonisms and disruptive behavior.

c. The leader alone must revive all the cohesion naturally lost during combat.

d. None of the above

Item 10.



Question 7.

Esprit de corps is best defined as which of the following?

a. Esprit is a strong feeling of identification with the larger organization which inspires enthusiasm, devotion, and zealous regard for the honor of the group.

b. Esprit is a strong feeling of solidarity, reflected in the amount of efficiency and discipline in a group. It results in increased enthusiasm, devotion, and zealous regard for the honor of the group.

c. Esprit is the strong feeling of solidarity exhibited in a group inspired by the presence of an identifying symbol or slogan, or the possibility of reward or decoration.

d. Esprit is the state of mind of an individual that has been produced by all the circumstances which make his membership in a group rewarding and satisfying.

Item 11.

ESPRIT

1. INDIVIDUAL MUST SEE UNIT AS LINK TO FORMAL ORGANIZATION
2. GOALS MUST RELATE TO FORMAL ORGANIZATIONAL CHANNELS
3. IDENTIFYING SYMBOLS MUST BE AVAILABLE

Question 8.

Which one of the following reflects the relationship of esprit de corps to solidarity?

a. Esprit de corps encompasses group solidarity and cohesion.

b. Esprit de corps is not synonymous with group solidarity.

c. Maintaining high esprit de corps means developing and maintaining a strong identification with a larger organization. Solidarity does not require this identification.

d. All of the above

Item 12.

Item 13.

OVERCOME PROBLEMS

1. LEADERSHIP WITHOUT CONFIDENCE
2. CONFLICTING GROUPS WITHIN UNIT
3. LACK OF COOPERATION BY ALL
4. RAPID PERSONNEL TURNOVER
5. LACK OF DESERVED RECOGNITION

Question 9.

Which one of the following should a good leader try to promote in developing esprit?

a. Competitive team effort

b. Efforts to gain or maintain good reputation among other units

c. Cooperation among members

d. All of the above

Item 14.

LEADER AIDS FOR DEVELOPING ESPRIT

1. STAY WITH MEN
2. DEVELOP GROUP PRIDE
3. INSIST ON HIGH PERFORMANCE STANDARDS
4. EMPHASIZE TEAM EFFORT
5. DEMONSTRATE PROFICIENCIES
6. INSPECT WITH VIGOR

Item 15 .

Question 10.

How may the leader himself help build and encourage esprit?

a. He can stay with his men in critical or unpleasant situations, inspect with vigor, and insist upon high standards of performance from his men.

b. He can help develop group pride, and stress the need for team effort as well as individual cooperation.

c. He can stress areas in which his unit is proficient or outstanding, and see that these proficiencies are recognized.

d. All of the above

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

GROUP SOLIDARITY AND ESPRIT

PROGRESS CHECK

Question 1.

Select the statement that best describes how group solidarity can add to the effectiveness of a trained and skilled unit.

a. Group solidarity adds to effectiveness by increasing the chances of the unit to operate at maximum efficiency under stress conditions.

b. Group solidarity enables the leader to delegate authority to subordinates, therefore making them more competent.

c. Group solidarity will undoubtedly cause incompetent seamen to seek self-improvement.

d. Group solidarity causes commanders to assign effective units to easy tasks.

Question 2.

ENS Biff's first shipboard assignment was to take over a Division that had, at one time, the best reputation on the ship. About a month before Biff took over, there had been a large turnover of personnel throughout the ship. Biff's Division had been one of the hardest hit. It didn't take Biff long to realize that some positive leadership was needed. The senior petty officers were telling Biff one thing and they were telling the nonrated men something entirely different. Cliques were beginning to form throughout the Division. Unit members' participation in voluntary projects was nil. It appeared that "me" was completely dominating the "we."

Which of the following statements most correctly identifies the factor or factors which caused the breakdown of this group's solidarity and briefly outlines the steps the leader should follow to reestablish solidarity?

a. Continuity of personnel is one of the major components of group solidarity and the lack of it in Biff's Division is his major problem. He should request relief from the Executive Officer and the Personnel Officer--that no more new personnel be assigned his Division until he can build some group solidarity.

b. Passing of different word by the Senior Petty Officers is the major cause of the breakdown in group solidarity. ENS Biff should ensure that his Petty Officers pass the straight word--reduce their orders to clear, concise terms and provide written memorandums.

c. The major components of group solidarity that have broken down are the lack of mutual loyalty and reciprocal affection plus the deterioration of a unification of interests. ENS Biff should get the Division together and talk to them as a group, explaining the importance to the ship and the Division of loyalty up and down--of working together as a group whenever possible.

d. Cliques are completely undesirable and detrimental to good order and discipline. This is the major cause of ENS Biff's problems with his Division. Biff should disband all the cliques and issue orders against the formation of new ones.

Question 3.

Select the factors which would best enhance the development of group solidarity.

a. Lack of competition with other groups; common purpose requiring teamwork among members

b. Close association among group members; interpersonal communications within the group

c. Common unique experiences of the group; lack of competition with other groups

d. Interpersonal communications within the group; no common unique experience of the group

Question 4.

CPO Plotz was informed by ENS Crawford that the Captain's quarters were to be cleaned thoroughly. This task was to be completed by Plotz's men by late Friday afternoon, before the crew departed on liberty. CPO Plotz assigned four men to swab the deck, vacuum the overstuffed chairs, and remove the dust from even the most remote corners and hidden areas. At two o'clock in the afternoon CPO Plotz was satisfied that the Captain's quarters would meet the ensign's standards. ENS Crawford inspected the area and vehemently expressed his dissatisfaction. Slapping the cushions vigorously, Crawford reprimanded the chief for not cleaning out all the dust. Two hours later, Crawford returned for a final inspection. Again he castigated the chief for not cleaning the cushions. He also concluded that the deck was unacceptable, since the men had walked over it leaving footprints everywhere. ENS Crawford said that if these items were not corrected in one hour, none of the men would be given liberty. CPO Plotz attempted to explain that the cushions could not possibly be cleaned unless they were done professionally. ENS Crawford did not reply. After the last inspection, ENS Crawford ordered the men to remain aboard for the evening.

Select the rule(s) for maintaining group solidarity which has/have been ignored by ENS Crawford.

a. See that the group is provided no "rewards."

b. Help create a feeling of progress and an expectation of success.

c. Stress the group's responsibility for teamwork to achieve a goal.

d. Both b and c

Question 5.

Which statement(s) best explain(s) how combat may positively affect group solidarity?

a. Combat involves a major outside threat to the organization. Stress conditions, internal antagonisms, and disruptive behavior tend to be repressed.

b. Combat develops individual confidence and reduces the requirement for group dependency.

c. Combat reduces the outside threat with positive action thereby reducing disruptive behavior and group solidarity.

d. All of the above

Question 6.

Select the statement which best explains the relationship between solidarity and esprit de corps.

a. Esprit de corps and group solidarity are synonymous.

b. Esprit de corps involves not only solidarity and cohesiveness, but requires close ties to larger organization.

c. Group solidarity is not related to esprit since group solidarity is not helped by enthusiasm.

d. Esprit de corps can develop despite the group's disagreement with organizational goals.

Question 7.

Midshipmen Ensigns Carter, Cherney, and Vasquez discussed naval military tactics each evening following dinner. Sometimes these conversations lasted several hours. Often these conversations were interrupted by plebes in their respective squads who wanted advice on certain personal problems. Cherney and Vasquez invariably appeared irritated and instructed the plebes to "bother" the assistant squad leader. MIDN Carter approached the situation by excusing himself from the conversation and attempting to remedy whatever perplexed the fourthclassmen. If he could not help, Carter directed the plebe to the proper source.

Select the statement which best describes the probable consequences of Midshipmen Vasquez and Cherney's obvious lack of identification with their squads.

a. Their squads will probably contribute more points than MIDN Carter's in their company's effort to win the "Color Company" competition.

b. Their squads will probably increase their individual efforts to win the "Color Company" competition.

c. The members of their squads will seek assistance outside their squad and overall performance may be adversely affected.

d. The members of their squads will probably be unaffected by their disinterested attitudes.

Question 8.

Select the statement which indicates the presence of esprit de corps.

a. The 4th Company softball team has two outstanding players. Other team members boast of the record they will build because of these two outstanding men.

b. The comment, "We can out-hike any other platoon in the battalion," was often heard from Marine LT Sharp's platoon. The platoon did, in fact, excel in hiking.

c. Members of the 21st Company were known as the most efficient, well-disciplined company.

d. LT Gregg's petty officers were always bringing up the fact that their unit had the most regulation Division Officer in the fleet.

Question 9.

From the following choices select the response which indicates the rule(s) a leader should follow in building esprit de corps in his unit.

a. The leader can overlook lack of cooperation with the rest of the unit by one or several members.

b. The leader can remain with his unit at times when they have to work when he might otherwise not have to be present.

c. The leader can demand high standards of performance and encourage his men to attain these goals.

d. Both b and c

Nine/II/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Nine SEGMENT II

REMEDIATION TEXT Audio Script - Vol IX-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Page 3
2	c	Pages 1-3
3	b	Pages 4-5
4	b	Pages 7-10
5	a	Page 10
6	b	Pages 1-2, 11
7	c	Pages 13-15
8	b	Pages 11-15
9	d	Pages 16-18
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

GROUP SOLIDARITY AND ESPRIT

Esprit de Corps

In the previous segment, we learned about morale in general. We saw morale as an individual concept--the mental and emotional state of the individual resulting from the various attitudes he has toward all things that affect him. We also examined morale as a group concept--an elusive element which distinguishes a productive organization from an unproductive one.

Now we are going to analyze two relatives of morale--group solidarity and esprit de corps. (Pause)

Now look at Item 1.

Group solidarity can best be defined as the sense of "unity and integration" felt among members of a unit. We shall examine the elements that characterize group solidarity and then proceed to the ways of building or inspiring it within a group. Lastly, we shall analyze the various forces at work when a group enters combat and how they affect solidarity. Environmental factors such as fear tend to tear down the normal fibers constituting group solidarity. (Pause)

Now look at Item 2.

But the influences of combat are not all negative. There are some positive forces at work which counteract disruptive elements such as fear. A good commander knows that combat can strengthen as well as destroy unity and integration in a group.

Refer to the chart in Item 1 again. Esprit de corps encompasses group solidarity and cohesion, but extends farther than that. Although esprit includes group solidarity, it is not synonymous with it. Observe how the shaded area in the chart representing esprit surpasses its side of the figure and encompasses the part representing solidarity.

Esprit is a common spirit. It is a "feeling" that pervades the members of a group and inspires enthusiasm, devotion, and a zealous regard for the group's honor. You can develop this spirit by helping your unit identify with the formal organization. Of course you have to identify the characteristics of esprit; and these will be discussed. Then you will be given some general rules to follow in building or maintaining this common spirit.

We know at this point exactly what we are going to cover and why. Let us now further examine the concept of group solidarity. Group solidarity is the sense of unity and integration felt by a group. Although group solidarity is a valuable asset, in a business office or school faculty, it is an essential element for combat units.

Now look at Item 3.

There are three major components of group solidarity. The first component is "internal cohesion." Internal cohesion is mutual loyalty and reciprocal affection plus the binding ties of loyalty, and respect. A cohesive force based on these inter-dependencies has long staying power and resists disintegration.

The second component is a unification of interests--the directing of all attention toward common goals.

The third component pertains to the extent of the individual's identification with the group--how strong is the "we" rather than the "me"? (Pause)

The elements characterizing group solidarity can be critical. They add to the effectiveness of a trained and skilled unit, especially in stress situations where teamwork is essential.

But sometimes the solidarity of a single group becomes a headache to organization leaders. This can happen when unit members decide that they are so "different" or so "special" that they deserve unique treatment. Then they may try to develop goals which are not in harmony with the rest of the organization. Conflicts result.

Take the case of marksmanship team shooters. To field a nationally recognized team, an organization must be prepared to spare these men for prolonged periods of time. Often these groups begin to develop their own goals and request time off to compete for the pleasure of the group and not for the benefit of the organization.

Often the goals determined by a group or an organization will conflict with those of an individual. This is not a major problem. Most persons expect and tolerate some conflict. In fact, there is a whole "zone of indifference" in most people. A person usually refuses to cooperate only when he has become convinced that the conflict is fundamental to his entire value system.

Now, let us consider some of the factors a good leader seeks to foster in order to promote solidarity in his unit.

First of all, try to provide an opportunity for your men to develop close association. Group activity must not be unduly disturbed in order to accomplish tasks elsewhere and with other units. Men must be able to spend an adequate amount of time together. (Pause)

Now look at Item 4.

Secondly, remember that your men should share a common purpose. Certainly no real feeling of group solidarity will ever develop from mere visual contact. Remember too that an acceptable common purpose necessitates teamwork. Think in terms of sailing a boat. Obviously the crew must work in harmony. . .they must plan to come about together. . .they must share a common purpose.

Next, keep in mind that a unique experience helps build group solidarity. If the men in your unit accomplish a very dangerous mission, they have shared in a common experience--a distinct memory. These shared experiences are valuable building blocks.

The fourth way in which you may build solidarity is through competition. Intramural sports help to develop new respect and esteem among team members. In the final contest, winning or losing will not be critical. What is critical, however, is the team's sense of unity. Competition in all sports--softball, soccer, basketball--binds a group together. (Pause)

Now look at Item 5.

Our last point here may be the most important of all. It is interpersonal communication. Men cannot build up interpersonal bonds unless they know and understand each other. These bonds rest on communication. Cartoonists often depict isolation by drawing subway riders buried in newspapers or staring straight ahead, caught up in the complexity or bleakness of their own thoughts. These people share no common purpose, and communication does not exist. For effective groups, however, communication is indispensable.

For review purposes, let us briefly reconsider what we have discussed at this point. Group solidarity is a sense of unity and integration. The three major components of group solidarity, as you may recall, are: first, internal cohesion; second, unification of interests, that is, direction toward a common goal; and third, positive identification of each individual with the group. (Pause)

A good leader must not only know the characteristics of group solidarity and how to achieve it, but he must also maintain a constant alert for four negative factors. (Pause)

Now look at Item 6.

The first negative factor is differences among group members. Naturally each man enters the unit with a different frame of reference based upon his background. A good leader does not seek to obliterate these differences; he seeks to ensure that the differences are accepted within the group. For example, a farmer's son from Kansas and a New York City mailman have quite different backgrounds. These group members may not agree politically, nor even become friends, but they do need to accept each other--complete with attitudes formed by their backgrounds.

Second, rapid changeover in membership is detrimental to group solidarity. Certainly, individuals who are frequently detailed to work with other squads will not have an opportunity to share enough experiences with each other to develop unity.

Disagreements may quite naturally occur. These are acceptable as long as they are not habitual and unresolvable. Unresolved conflicts over the most appropriate action to achieve common goals, however, are extremely dangerous. Significant conflicts over the best means to achieve the unit's objectives must be promptly resolved.

Even more detrimental to a group is its failure to concur on a single assortment of goals. If different parts of an organization pursue conflicting goals, or if ambivalents and straddlers are tolerated, unity cannot develop. Nor can unity develop if there is disagreement regarding suitable paths leading to identical goals.

As we have seen, detriments to group solidarity include: unaccepted differences, rapid membership changeover, unresolved disagreements over ways to achieve common goals, and multiplicity of goals.
(Pause)

We have learned about the characteristics--both positive and negative--affecting group solidarity. Our next step is to consider specific actions. In more concrete terms, how does a good leader build and maintain group solidarity?
(Pause)

Now look at Item 7.

An effective commander provides concrete goals; he offers rewards; he creates expectations of success, and stresses communication.

If we examine each one of these points separately, we see that the effective leader never neglects the importance of goals. He leads the way with clarity. He makes goals concrete, meaningful, and immediate. He does not rely on words representing the "ideal," or "sometime" in the future. He talks about "now," and "tomorrow" and our "next" mission.

He offers rewards--pertinent rewards. This does not mean a special decoration in every circumstance. The reward may be a simple form of reinforcement such as praise for a job well done. Well-selected rewards offer very useful incentives.

As an effective leader, you create a feeling of progress and an atmosphere of success. Periodically, you should point to the group's past record with pride, and thus develop continuous expectations of success.

Successful communication is not easily achieved. Men must relate as well as simply talk with one another. Only continuous and productive communication will assure understanding among group members, and avoid disagreements obstructing goal attainment.

Group communication is incomplete if it doesn't include the leader. A good commanding officer maintains control of the situation and does not permit his own exclusion from the group. (Pause)

Combat causes many psychological changes, and of course a group's solidarity is affected. (Pause)

Now look at Item 8.

From the negative standpoint. . .
Cohesive factors disappear. There is fear. There is physical deprivation, perhaps hunger, thirst, or even pain. There are personnel losses with all accompanying emotional impacts. Communication breaks down and individuals cannot see or hear their buddies--cannot feel their presence.

But there is also a positive standpoint. (Pause)

Now look at Item 9.

A confrontation with an outside hostile element forces unit members to depend upon one another for survival. Stress conditions, internal antagonism and disruptive behavior tend to be repressed.

Another positive aspect of combat is its clear and precise goal. All personnel know the group's objective, and usually each man has been assigned a precise duty toward "mission accomplishment." In addition to clear objectives and specific duties, there is a powerful sense of immediacy and vitality of purpose. The enemy must be defeated! The combat situation inspires teamwork. It requires group harmony because each man's life depends largely on the actions of others. Attachment to and identification with one's unit become all important. (Pause)

Now look at Item 10.

Now let us turn to esprit de corps, which takes solidarity one step further. (Pause)

It's a feeling that inspires enthusiasm, devotion, and zealous regard for the honor of the group.

Esprit has certain features in common with group solidarity, but it is more than that. It also requires a strong identification with the larger organization.

A group may be especially efficient or very well disciplined without exhibiting any esprit de corps. It may even demonstrate itself as an extremely well-integrated unit without experiencing that "special feeling" of esprit. (Pause)

Perhaps this elusive spirit is best illustrated through the following story. Remember as you listen that esprit requires identification with the formal organization.

Here we find a Marine officer, CAPT Dobbs, observing his new company's lack of zeal and seeking a way to instill in this group a little enthusiasm.

CAPT Dobbs assumed command of Delta Company when the former commander was reassigned to the Regiment.

He noted that although the company operated commendably, they would do better if they possessed more spirit. He read through the battalion's history, and noticed that during World War II, Delta Company had killed more Japanese than any company in the battalion. He then resurrected Delta Company's old nickname of "The Giant Killers," and told the platoon leaders of Delta's exploits in World War II and Korea. CAPT Dobbs instructed the platoon leaders to pass these stories on to the men, along with frequent use of the nickname, "The Giant Killers."

It worked. Their reputation as "The Giant Killers" grew throughout the battalion, and their zest and effectiveness continued.

In this example, the CAPT revived an identifying slogan that had long been associated with the unit. It served its purpose--esprit developed. (Pause)

Now look at Item 11.

Let us examine ways in which esprit de corps can be developed through identification.

1. The leader can stimulate the individual toward perceiving his own unit as the most important group existing in his military life.

2. The leader can attempt to provide concrete and worthwhile goals through formal organization channels. Each individual should live, receive his orders, and perform his duties habitually within the larger framework. This will aid in group identification.

3. The leader can help provide identifying symbols or slogans which might help in fulfilling his men's need to belong. Identifying symbols such as the Green Beret's may already exist, and need only to be stressed. (Pause)

You must remember that too much emphasis upon the "different" or "special" aspect of your unit can bring harmful effects. No unit has true esprit if it does not function as a part of the larger organization. Too much reliance on artificial aids only invites disaster. It weakens the fibers of the larger organization.

A leader should search to find a means of measuring the amount of esprit in his unit. He should not, however, assume that the degree of esprit is a stable factor. This will not be the case. Esprit is fluid and flexible. A leader should remain alert to the emergence of the following indicators of esprit.

1. He should listen for expressions of enthusiasm and pride among his men in regard to their unit. He should listen for the "we" within their conversations--at chow, in their quarters, in the field.

2. He should get a feeling for his unit's reputation compared to the reputation of other units. A favorable reputation is a valuable asset--it gives the men a reason to be proud. (Pause)

Now look at Item 12.

3. A good leader watches for opportunities to develop his organization's competitive spirit. Basketball, football, softball, or baseball games and the spirit encumbent upon any team effort are significant opportunities to encourage esprit.

4. What about the unit's willingness to keep trying under adverse conditions? Its staying power under stress? The leader must watch for these tendencies. Will his unit buckle emotionally or can it withstand two weeks in the field without an opportunity for a bath, a hot meal or sound sleep?

5. Considering readiness of the men to help one another is still another way to measure esprit in a unit. When injury or illness occurs, is willing assistance offered?

There are five qualities which contribute to esprit. The good leader seeks to build and maintain these qualities within his unit. These qualities are: pride within the unit, a good reputation among other units, a desire for competition, staying power, and a willingness to be helpful. (Pause)

Now look at Item 13.

There are five common deterrents to esprit. One, a leader who does not inspire confidence. Two, small groups of men within a unit maintaining conflicting goals. Three, individuals who are reluctant to cooperate with the other members. Four, a rapid turnover of personnel within the unit--especially if this turnover includes the leaders. Five, insufficient recognition of a unit's achievements, causing members to feel unappreciated, ignored or slighted. (Pause)

Let us now consider some general rules that you as the leader should follow in order to build and maintain esprit. (Pause)

Now look at Item 14.

First of all, let's look at an unpleasant situation. Let's assume that your ship has just arrived in port. . .your men have been assigned to prepare the deck for painting while the rest of the crew is on liberty. Now it is not necessary for the leader to be present. He has already assigned all duties. But if the leader is on deck and encouraging his men, the situation has taken on added significance. In this case, the leader is contributing "just a little extra." He is giving special attention to the problems over which he has some control. He is not asleep, nor is he enjoying himself off ship. He is with his men, seeing that the job gets done properly and assisting where necessary.

Remember that true esprit and pride are more easily developed if each member of the group is aware of the unit's common interests and significant goals. This spirit is dependent upon the satisfactions each derives from just being a member of the group. ENS Larson feels more content when he knows that his actions are accepted and approved by his fellow

officers. Clear expressions of disapproval or appropriate punishment should always be imposed on unit members who fail to cooperate. If Larson doesn't maintain a shipshape watch, he knows what will happen. If he excels in some endeavor, he knows he will be commended.

Always remember that unit spirit is largely dependent upon the leader. (Pause)

Now look at Item 15.

Unit spirit can be increased if you set and demand high standards of performance from your men.

Let's consider the following episode which demonstrates the necessity for allowing each individual to develop a feeling of importance.

Two days before high-speed operation maneuvers were scheduled for the USS FINCH, its fireroom equipment broke down. Apparently a loose piece of repair equipment had fallen across the fuel oil service lines and the feed water piping. Three shipfitters--White, Kent, and Alberts--were given the repair assignment. Two of the three worked hard in response to the emergency. The third team member, Alberts, just plodded along, and the repairs were not completed according to schedule. LT Pierce, the Chief Engineer, was quite upset.

After some consideration, Pierce decided that since Alberts was new aboard ship, he should be lectured on the importance of the ship's mission and the critical contribution of each man.

The personalized discussion served its purpose. Alberts left LT Pierce's office with new confidence in himself, and in his role as a crew member of the USS FINCH.

Another way the leader can stimulate esprit is to volunteer the unit to do things that will demonstrate its proficiency and that will result in its gaining special recognition. Another valuable rule pertains to inspections. Always maintain rigid inspection standards. If your men know that it is more difficult to meet your inspections standards than those of any other inspecting officer, your approval will reinforce their confidence.

This brings us to the close of our discussion of group solidarity and esprit--two close relatives of morale. You have learned their distinguishing characteristics and what you, as a leader, can do to further develop these qualities.

You have seen, through a few examples, what can be done to increase solidarity and esprit in specific situations.

The leaders we cited were able to build group solidarity and esprit de corps. So can you!

This concludes Part Nine, Segment II.

PROGRAM FRAME ANSWERS

PART NINE

Segments I & II

PROGRAM FRAME ANSWERS

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6	b
7	a
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9	d
10	d